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ABSTRACT

Consisting of nine individualized inservice packets, the Teaching Teen Reading Series describes reading procedures applicable to instruction in all subjects in the elementary, middle, and secondary school. This ninth packet is designed to enable the teacher to help students read for information and pleasure and includes sections discussing ways to help students apply information, locate information, record information, take tests, adapt information, and use the multimedia center. A self-corrective posttest, a glossary of terms, and a bibliography are also included for use by the teacher. (LL)

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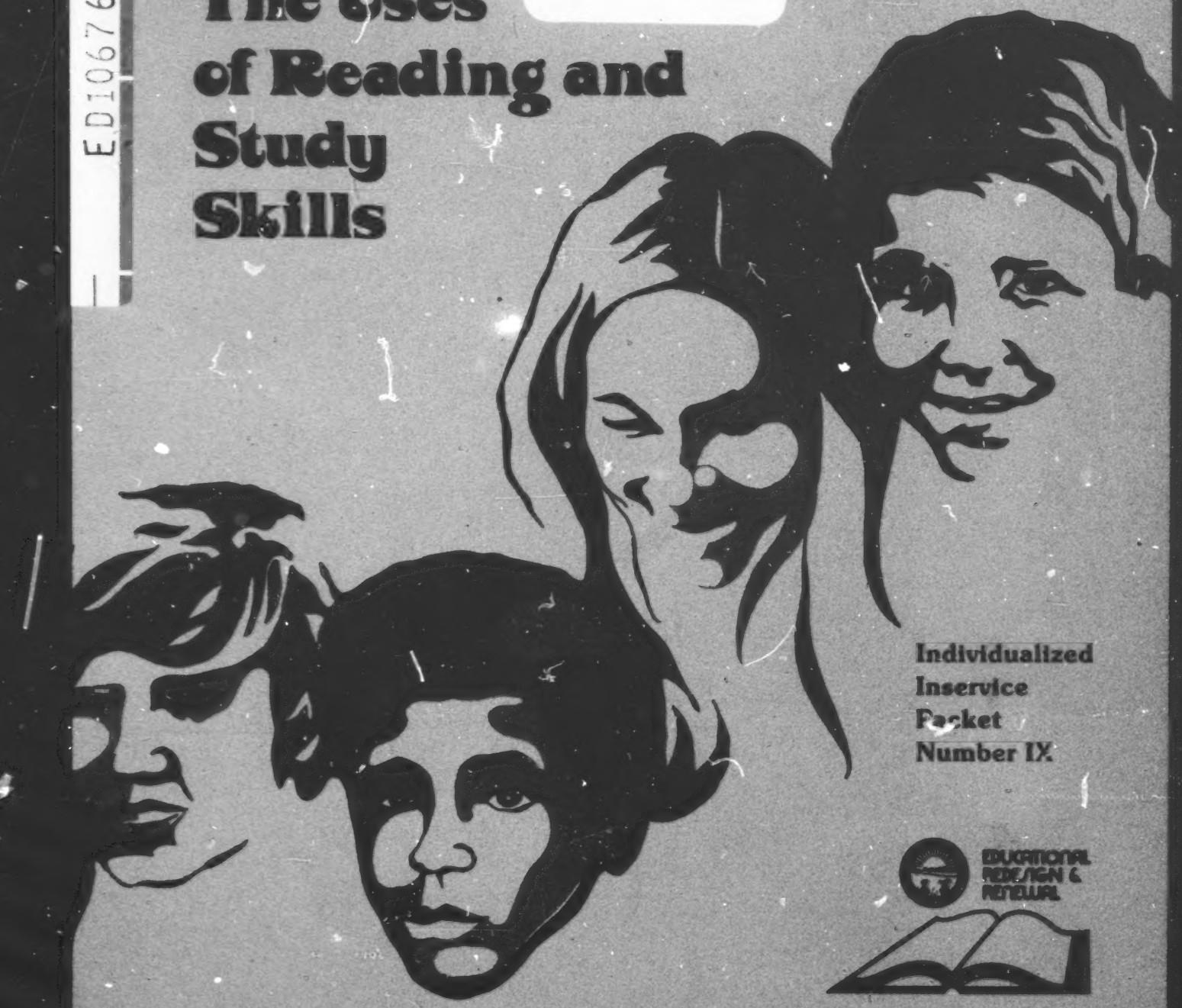
The Uses of Reading and Study Skills



Individualized
Inservice
Packet
Number IX

EDUCATIONAL REDESIGN & RENEWAL

TEACHING TEEN READING SERIES

Ohio Department of Education
Columbus

CS 001 781

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FOREWORD

The American dream of opportunity through education has been an inspiration and a reality to millions and millions. Equipping students with the skills of reading is fundamental to this essential contribution of our schools. It is well recognized that the ability to read and the active use of reading are cornerstones supporting the foundation of lifetime learning. Personal fulfillment, positive self-concept, participating citizenship, and meeting the demands of job and society are dependent upon effective reading.

All teachers are teachers of reading, individualizing and personalizing learning of all students on the ability spectrum. Without the acquisition of reading skills, the content of any subject area remains untapped and inaccessible between the covers of books. The students presently enrolled in our schools will live part of their lives in the 21st century. The need is to assure them of reading skills with which to cope with the rapid and over-expanding stockpile of information and book-stored knowledge.

The Department of Education is the agency through which the Ohio General Assembly expresses its response to the will of the citizenry on matters of education. Reflective of this, legislation was enacted which made provision for the department to make available inservice materials and services for elementary and secondary school teachers. Hence, the Division of Educational Redesign and Renewal is responsible for the development of stand-free inservice education materials which may be used individually by teachers or by teacher leaders working together with small groups of colleagues. The materials are designed to give condensed professional information which will meet an instructional need or interest.

Because reading incorporates the principles of accountability for all teachers, **The Teaching Teen Reading Series** was prepared as a helpful resource for the teachers of upper elementary, middle and secondary schools. The content fuses with the use of any print materials supplied within the schools.

The post-Vietnam period offers an opportunity--and an imperative—to strive for excellence surpassing all prior achievements in our nation's scholastic history. It is our hope that these and other inservice materials will be beneficial to teacher endeavor toward achieving that excellence.

Martin W. Essex

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INTRODUCTION

The purpose of this **Individualized Inservice Packet** is to enable the teacher to help students read for information and pleasure.

Teachers realize that they have not taught the student to read unless the student reads willingly and often. The student who reads goes beyond skill mastery.

A student who reads for pleasure and who applies both comprehension and vocabulary skills to solve study skill problems makes reading an integral part of adult life.

The content of this packet does not refer to any particular print material but is intended to be used with the books, reference sets, periodicals and other resources on hand.

To receive the maximum benefit from the packet, it is recommended that teachers apply the sections to the textbook generally used by their students. The ideas presented in the packet are intended to create particular teaching situations to meet the reading needs of particular students.

The INDIVIDUALIZED INSERVICE PACKET is a practical resource for teachers who have a question regarding reading instruction which requires a condensed, readily usable answer. It is a means for securing a segment of information for immediate application in the classroom as compared to researching many sources.

A self-instruction process is incorporated, beginning with steps of securing instructional information, including suggested uses in content teaching situations, and followed by a self-corrective post evaluation. The packet content is developed to provide the understandings summarized in the post evaluation. This form may be reproduced for the teacher's personal use. The responses may lead to continued study of the packet or to reading of the literature included in the bibliography.

THE USES OF READING AND STUDY SKILLS

APPLICATION OF READING SKILLS

OBJECTIVE

To enable the teacher to guide the student to apply recognition and comprehension skills to make an emotional or aesthetic response to the author's writings or to develop a new concept based on experience and what he has read.

INSTRUCTIONAL CONCEPT

The student who can apply recognition and comprehension skills to the reading of the content selection bases his formation of a new concept upon both the selection of relationships and his own experiences. The act involves evaluating and judging reading material based on a standard that relates to the content.

As the student applies what he has read to form a new concept, an emotional and intellectual interaction between reader and author occurs. In order that the student is provided with the opportunity to strengthen this ability, the teacher's questions may require that the student make an emotional or aesthetic response.

The student with average or below average ability is less likely to become proficient in this area without teacher guidance and reinforcement. The teacher is responsible for encouraging ideas and skills of questioning. The key to the success of these instructional efforts is the use of the appropriate materials. They must be within the understanding and interests of the student with whom they are used.

PROMOTING THE LEARNER'S ABILITY TO APPLY

SUGGESTED APPLICATION WITH LEARNERS

I IDENTIFICATION OF APPLICATION

Many teachers feel that unless a student can make applications successfully he cannot make successful use of the material which he reads.

The teacher assesses the proficiency of the student in handling the literal and interpretive levels of comprehension before introducing the concept of applying what has been read.

The method and design of application questions can apply to all content areas. The difference is in the degree of sophistication demanded of the learner, not in the thought process itself. It is vital for the teacher to be able to help the student identify the questions posed which demand thinking on the application level.

Suggested Teaching Tactic

Guide the student's attention to the types of questions that demand thinking on the application level. Student recognition of the type of thinking demanded at this level will encourage the development of appropriate responses.

Discuss with the student his answers. Show him that questions #2 and #3 demand that he involve himself and his own thinking as he responds. Application of what is read often focuses on a transfer of emotion or on the construction of a new idea or concept.

Given the following questions, mark "L" for literal, "I" for interpretive, and "A" for application.

_____1. The crowd moved joyously through Trafalgar Square. Name the city _____

_____2. Given this floor plan and your own bedroom furniture, design your "dream" room.

_____3. Having read **The Enormous Egg,** describe how you would feel if you had to give up your pet dinosaur.

_____4. As you stand at the Holts' apartment door, you hear piano music as well as people talking and laughing, see light under the door, and smell pizza. You can guess that _____

_____5. Mark the headlines that are pro-USA with a "+" and

those headlines that are anti-USA with a "-".

a. YANKEE SPY CAPTURED _____
b. AMERICANS MAKE VALIANT TRY _____
c. USA WINS BRONZE MEDAL—
RUSSIA TRIUMPHANT _____
d. YANKEE RESCUES CUBAN _____

_____6. On page 83, circle the words that answer the key questions:

WHO? WHAT? WHERE? WHEN?

Suggested Teaching Tactic

Using a question that demands that the student make application, break the question apart to demonstrate how his thinking might be transferred from one level of understanding to the next.

After having read the information concerning the diesel engine, consider its possible connection with the fuel crisis before proposing at least one new solution to the crisis that would involve the diesel engine.

Content Example—Science

STILL HIGHER COMPRESSION: DIESEL ENGINES

Highly compressed air in an engine cylinder can get hot enough to explode the fuel too soon. Rudolf Diesel, a German engineer, considered this fact and wondered if he could take advantage of it. If he could only make the hot gas explode all by itself at the proper moment in the cycle, perhaps an engine could be made to run without spark plugs.

His first engine blew up, but Diesel survived and eventually worked out the scheme used in diesel engines all over the world. First, air alone enters the cylinder. It is compressed to about one eighteenth of its former volume, and its temperature soars—to around 1,000° F. Next, the fuel is squirted into the cylinder. It burns on contact with the hot air. The burning, expanding gases deliver the power stroke of the familiar four-stroke cycle.

Not only does the diesel engine have an efficiency as high as 40 percent with its high compression ratio of 18 to 1, it burns low-cost fuel oil which won't ignite at much lower compression ratios. On the other hand, its very high compression ratio and the high pressure needed to force the fuel oil into the cylinder require rugged, heavy construction. This, plus the large starting motor needed to get high compression, makes it considerably heavier than gasoline engines of equal power. Diesel engines are used in ships, trucks, tractors, and other power installations where the weight of the engine is not very important. (Because the price of coal has gone up and the efficiency of the steam locomotive has not, the diesel locomotive has replaced it.) In recent years, light-weight diesel engines have been used in some makes of automobiles.

Excerpt: *The Physical World*, Brinkerhoff, Cross, Watson, Brondwein (Harcourt, Brace and World, Inc., 1968), 325-326.

Information needed to answer the question:

Literal

1. efficiency as high as 40%
2. diesel burns low cost fuel oil
3. engine needs rugged heavy construction
4. light-weight diesels have been constructed

Interpretive

1. diesel engines use fuel that can't be used in some engines
2. diesel engines are too heavy for universal use
3. there is a fuel shortage

Application

The student needs to apply experience and information gleaned to develop a new idea.

Suggested Criterion Referenced Measurement

Given a content selection, the student will apply what he reads and his past experience to develop a new idea or concept or to transfer an emotion involving both the content and himself.

SUGGESTED APPLICATION WITH LEARNERS

2 COMPLETE DIRECTION

Many students remain unable to use their reading skills to make meaningful applications because they lack the opportunity to practice and thus gain independence.

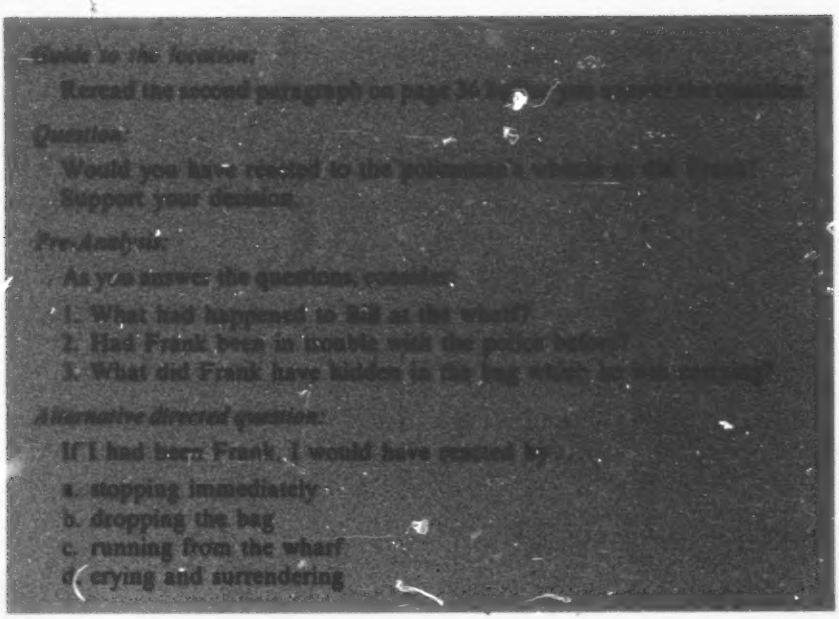
Complete direction provides the student with the guides for location of answers and analysis of the proper responses. This promotes independence as the student works alone or in small groups.

As the student is guided he is given an opportunity to develop strength in the ability to project himself into the situations faced by the authors' characters.

Suggested Teaching Tactic

Provide the student with a content selection that includes a character to whom the student can relate. Direct the student to apply his own feelings to the situation faced by a character.

Content Example—English



Guide to the location:

Reread the second paragraph on page 36 [illegible]

Question:

Would you have reacted to the policeman's actions as did Frank? Support your decision.

Pre-Analysis:

As you answer the questions, consider:

1. What had happened to Bill at the wharf?
2. Had Frank been in trouble with the police before?
3. What did Frank have hidden in the bag when he was running?

Alternative directed question:

If I had been Frank, I would have reacted by

a. stopping immediately
b. dropping the bag
c. running from the wharf
d. crying and surrendering

Suggested Criterion Referenced Measurement

Given complete guidance for location and preanalysis, the student will use what he has read and his own experiences to apply his own feeling to a situation faced by a character.

SUGGESTED APPLICATION WITH LEARNERS

3 PARTIAL DIRECTION

Partial direction provides the learner with the purpose setting questions, but the responses are neither provided directly nor analyzed within the text.

Suggested Teaching Tactic

Direct the student to use his past experiences as he relates to the character about whom he is reading. Provide purpose setting questions to lay a foundation for decision making concerning the character's motives and actions.

Content Example—English

Purpose setting questions:

1. Whom is Tim trying to find?
2. When must Tim be in Columbus?
3. Where was Tim headed?
4. What kind of transportation is available from Toledo to Columbus?

Question:

Had you been Tim, what make of transportation would you have selected? Defend your answer.

Suggested Criterion Referenced Measurement

Given partial guidance, the student will use what he has read and his own experiences to apply his own feeling to a situation faced by a character.

SUGGESTED APPLICATION WITH LEARNERS

4 GAINING INDEPENDENCE

Having assessed that the student is becoming more able to make applications independently, provide reading guides to aid this progress toward complete independence.

Suggested Teaching Tactic

Initially provide assistance to lead the learners to the appropriate answers (pages, column, paragraph).

Content Example—Science

Use your present knowledge of electricity. (page 501, column 1, paragraph 4) to help you describe how you might install a doorbell in your home.

Content Example—Health

Search in Chapter 7 to find support for your decision.
Why should you, as a teenager, have frequent medical and dental checkups?

Provide the student with the background needed to make applications based on a variety of information.

Content Example—English

This year you have read at least three novels written since 1950. What characters are the most and the least like you?

Suggested Criterion Referenced Measurement

The student will demonstrate the ability to make application without any teacher guidance.

SUGGESTED APPLICATION WITH LEARNERS

5 APPLICATION REFINEMENT

A refinement of the student's independence, as he makes application with what he has read, occurs when he can construct questions that will demand that another student use application to complete the answer.

Suggested Teaching Tactic

Provide the student with a visual example showing how to develop a question from the literal level through the interpretive to the application level.

Content Example—Social Studies

To construct a question on the application level, begin with the literal level, add the interpretation of the facts, and apply this knowledge to form a new concept.

Literal

Define "dictatorship."

Interpretive

Cuba's dictator, Fidel Castro, was invited to Moscow.
What type of government does Cuba have? _____

Application

Describe how you would feel if you were living under a dictatorship.

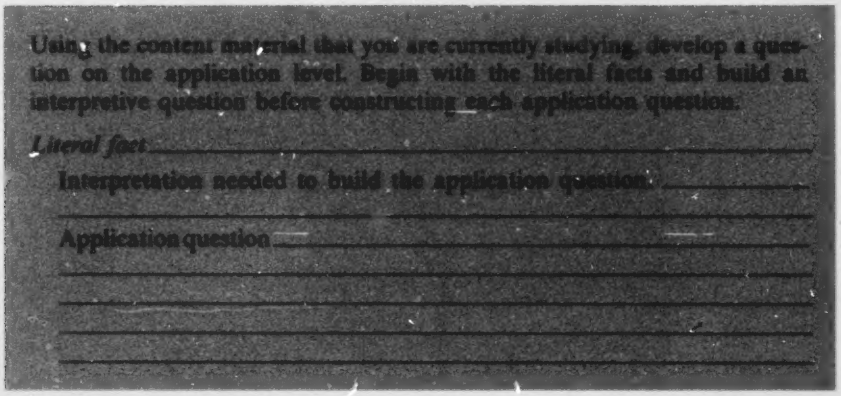
You have studied Cuba.
You are about to study Spain.
What governmental conditions might you expect to find there?

Under the rule of a dictator, what might happen to our schools, independently owned businesses, and churches?

Suggested Teaching Tactic

Direct the student to use his content material to develop questions which demand application.

Content Example


Using the content material that you are currently studying, develop a question on the application level. Begin with the literal facts and build an interpretive question before constructing each application question.
Literal fact
Interpretation needed to build the application question
Application question

Suggested Criterion Referenced Measurement

Given a content selection, the student will construct an application question.

STUDY SKILLS

OBJECTIVE

To enable the teacher to guide the student in developing and using study skills independently.

INSTRUCTIONAL CONCEPT

A student learns through the use of good study skills. He needs such skills to acquire information, to record the information gathered, to analyze the facts as he arrives at conclusions, and to apply these conclusions as he forms new concepts.

A student will develop study skills which are either positive or negative. The teacher's guidance will determine the quality of these skills.

Some skills are basic to every content subject. Both formal and informal study skills are necessary for each student. The skills which are informal in nature include the ability to work as a group team member or a contributing member of a class. The formal skills include locating and recording information as well as preparing for and taking a test.

A key factor in the development of sound study skills involves time management. Procrastination causes the student vast amounts of difficulty. For example, if he attempts to "cram" before a test he negates many of the positive steps he may have taken since the last test.

A wise student plans his daily schedule to study each subject systematically each day. When the student is able to review each day's lecture notes before reading that night's assignment he will notice that it is easier to prepare for the exam.

Long range planning is a necessity. The student needs to mark "due dates" on his calendar so that he may allot his preparation time wisely. Obviously, it is easier to learn five new vocabulary words each night than it is to attempt to memorize 35 new words the night before the exam. Careful planning, without procrastination, builds a good foundation for all study skills.

The sound development of study skills includes making the skills a means to an end. They are begun in kindergarten and are strengthened each year. It is important that the student develop confidence through constant reinforcement and seeing his improvement.

Part I LOCATING PRINTED INFORMATION

SUGGESTED APPLICATION WITH LEARNERS

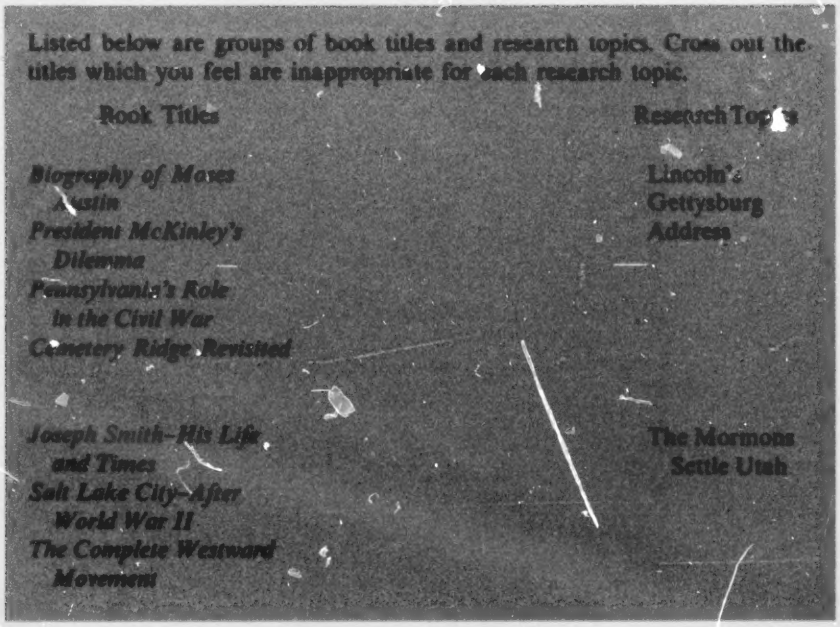
I BOOK TITLES

A student can decrease the time spent as he searches for information if he learns to use book titles to be selective. Guidance is necessary as the student learns to use the titles to make judgments concerning the value of a certain book to meet a particular need.

Suggested Teaching Tactic

Provide the student with a list containing a wide variety of book titles with which to work. Also give him a list of research topics so that he may make judgements concerning the relative value of the books as they would apply to the research topics.

Content Example—Social Studies


Listed below are groups of book titles and research topics. Cross out the titles which you feel are inappropriate for each research topic.
Book Titles
Research Topics
Biography of Moses Austin
President McKinley's Dilemma
Pennsylvania's Role in the Civil War
Cemetery Ridge Revisited
Joseph Smith–His Life and Times
Salt Lake City–After World War II
The Complete Westward Movement
Lincoln's Gettysburg Address
The Mormons Settle Utah

Suggested Criterion Referenced Measurement

Given a selection of book titles, the student will judge the book's appropriateness as a source for a particular research topic.

SUGGESTED APPLICATION WITH LEARNERS

2 TABLE OF CONTENTS

The contents page is an aid for the student as he searches for information within the book. The contents can indicate the sections which the student may wish to read. Sufficient practice and reinforcement are necessary for the student to master this skill.

Suggested Teaching Tactic

Provide the student with a content area textbook with a table of contents. Direct his attention to the chapter titles and page numbers.

Through questioning, guide his practice so that he becomes competent in the ability to locate the area in which he might attempt to find certain information.

Allow him the opportunity to practice finding the appropriate page to which he might turn to locate the necessary information.

Content Example—Science

UNIT III	**ELECTRICITY AND MAGNETISM BECOME PARTNERS**	**87**
Chapter 1	Magnetism and Electricity	90
Chapter 2	The Electromagnet Goes to Work	96
Chapter 3	Electricity from Magnetism	103
Chapter 4	Strong Currents and Weak Currents	107
Chapter 5	The Induction Coil	111
Chapter 6	The Transformer	116
Glossary:	What Does It Mean?	120
UNIT IV	**HEAT—THE ENERGY OF MOLECULES**	**123**
Chapter 1	The Nature of Heat	126
Chapter 2	Heat Causes Expansion	131
Chapter 3	Heat and Temperature	137
Chapter 4	How Do We Measure Temperature?	140
Chapter 5	How Is Heat Measured?	146
Chapter 6	The Transfer of Heat	151
Glossary:	What Does It Mean?	157
List of Experiments		159
Index		161

Excerpt: Physics I: *The Forces of Nature*, J. Oxenhorn and M. Idelson, P. Greenleaf (ed.) (Globe Book Company, Inc., 1968).

Using this portion of a table of contents, indicate in which unit and chapter you might find the answers to the following questions:

	Units:	Chapters:
1. How does an electric bell use an electromagnet?	____	____
2. How would an induction coil be constructed?	____	____
3. How does a person measure heat?	____	____

Suggested Criterion Referenced Measurement

Given a table of contents from a content area textbook, the student will locate the section in which he might find the desired information.

SUGGESTED APPLICATION WITH LEARNERS

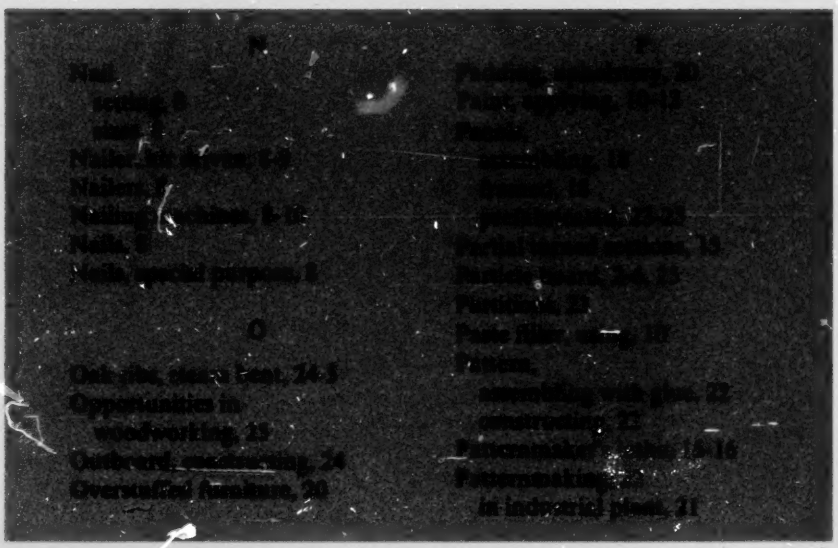
3 INDEX

Before the student can be successful with the use of an index he must be able to alphabetize. Most content area textbooks have an index written on the level of the students for whom the book is intended. Consistent, supervised practice will be necessary at each grade level.

Suggested Teaching Tactic

Provide the student with a content area textbook index. Initially have the student locate topics specifically listed in the index.

Content Example—Industrial Arts



Adapted from *Modern Woodworking*, Willis H. Wagner (Goodheart-Willcox Company, Inc. 1967).

Locate the page(s) on which you could find the following topics:

nailing machines _____
framed panels _____
industrial plant
pattern making _____

Suggested Teaching Tactic

Provide the student with adequate opportunities to practice locating information not specifically listed in the index.

Use the index provided to solve these problems:

1. You are interested in making woodworking a career. On which page could you find information on this topic?____

2. You need to learn about automatic lathes used by pattern-makers in large furniture and cabinet factories. On which page would you look?

Suggested Teaching Tactic

Provide the student with a variety of printed materials, each of which contains an index. The classified section of a telephone book provides one such reference source. Direct the student to practice locating the names and addresses of firms supplying services and products.

Suggested Criterion Referenced Measurement

Given a reference book with an index, the student will locate information specifically stated and that which is not specifically stated.

SUGGESTED APPLICATION WITH LEARNERS

4 CARD CATALOG

A student needs to know how to use the card catalog in order to locate a wanted book in the library.

In the card catalog the cards are arranged in alphabetical order. Each book is listed on three different cards: author, title, and subject. A student needs to be able to locate cards in each of these categories.

AUTHOR CARD

Call number indicating Dewey subject division → 291

Letter indicates first letter of author's last name → F 86

Frazer, Sir James George, 1854-1941

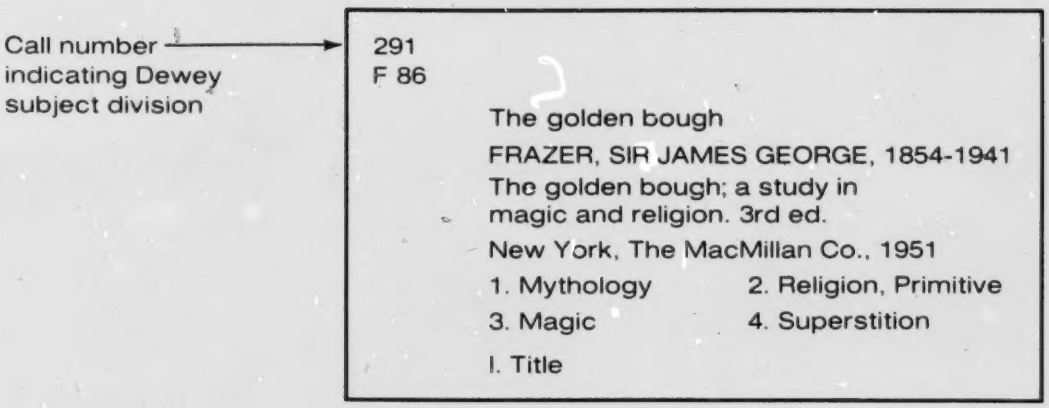
The golden bough; a study in magic and religion. 3rd ed.
New York, The MacMillan Co., 1951

Other possible topics under which additional information might be found. →

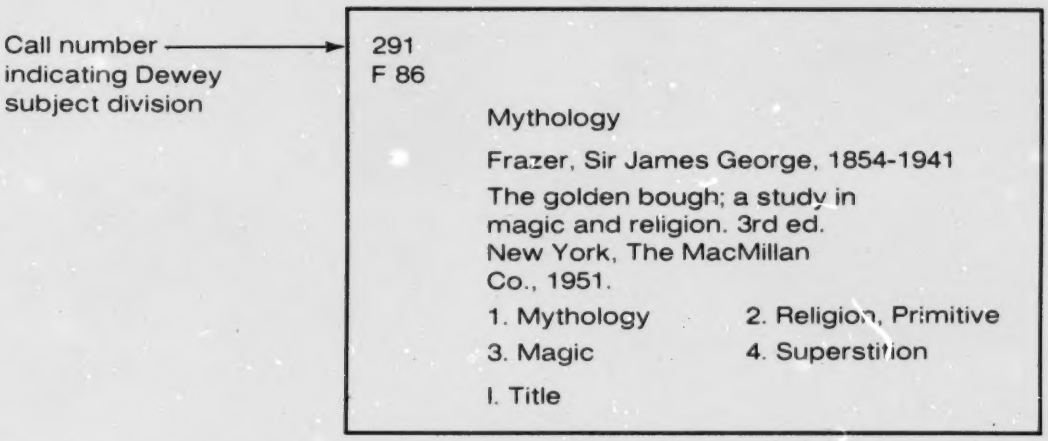
1. Mythology
2. Religion, Primitive
3. Magic
4. Superstition

I. Title

TITLE CARD



SUBJECT CARD



Suggested Teaching Tactic

Allow the student the opportunity to use the library card catalog. If necessary, first review alphabetical order. Begin with having the student locate a specific book title card and author card. After this skill is mastered, direct the student to find books on a certain topic using the subject card.

Content Example

Locate the following cards. Find the information that is missing.

Summer of the Swans
author _____
copyright date _____

Suggested Criterion Referenced Measurement

Given the use of a library card catalog, the student will locate information using the title, author and subject cards.

SUGGESTED APPLICATION WITH LEARNERS

5 VERTICAL FILE

The student needs to become familiar with the vertical file in which he may locate material of current interest which appears in booklets, pamphlets, and clippings. These miscellaneous materials are put in folders, marked according to subject, and filed alphabetically.

Suggested Teaching Tactic

Provide the student with access to the library vertical file. Allow him the opportunity to use the information located there to supplement a report on an assigned topic.

Content Example—Spanish

Use the vertical file to locate information sent from the embassies of the
Spanish-speaking countries. Use this current information to learn about the
form of government, the major industries, the educational system, and the
currency.

Suggested Teaching Tactic

Give the student the opportunity to select a variety of pictures from the vertical file that will correlate with a topic under study.

Content Example—Home Economics

You are studying the four basic food groups. Use the vertical file to find pictures representative of each group.

Suggested Criterion Referenced Measurement

Given use of the vertical file, the student will locate the desired information.

SUGGESTED APPLICATION WITH LEARNERS

DEWEY DECIMAL SYSTEM

A student needs to understand how to use the Dewey system, for most libraries use the system to classify books. The "call number" on the book's spine and on the catalog cards indicates the subject matter of the book.

The subject divisions are:

000-099 General works (encyclopedias)
100-199 Philosophy
200-299 Religion
300-399 Social sciences
400-499 Language
500-599 Science
600-699 Useful arts
700-799 Fine arts
800-899 Literature
900-999 History

Books are placed on the shelves according to their call numbers. The first line of the call number is the Dewey classification number. Below is the first letter or letters of the author's name. Books are arranged by the Dewey classification number first, then all books with the same number are arranged alphabetically by author.

The books are arranged like lines of type on a page (left to right and from top to bottom).

Suggested Teaching Tactic

Direct the student to use the Dewey system first to locate, then to replace specified books on the shelves.

Content Example—Literature

First use the card catalog to locate the book *Ring of Bright Water* by Gavin Maxwell. Then locate this book on the shelf using the Dewey system. Carefully replace the book on the shelf.

Suggested Teaching Tactic

Provide the student with a list of books. Have the student decide the classification for each.

Content Example

The following books are found in the library. Using the Dewey classifications, indicate under which classification the book might be found. List also the call number range.

Book title:	Classification:	Number:
1. *World Atlas*	_____	_____
2. *Trolley Car Treasury*	_____	_____
3. *Wales in Pictures*	_____	_____
4. *Samuel Johnson, Rasselas, Poems and Selected Prose*	_____	_____
5. *The Giant Panda*	_____	_____
6. *The Complete Operas of Verdi*	_____	_____
7. *The Hindu View of Life*	_____	_____

Suggested Criterion Referenced Measurement

Given a book's Dewey system call number, the student will locate the book on the library shelf.

SUGGESTED APPLICATION WITH LEARNERS

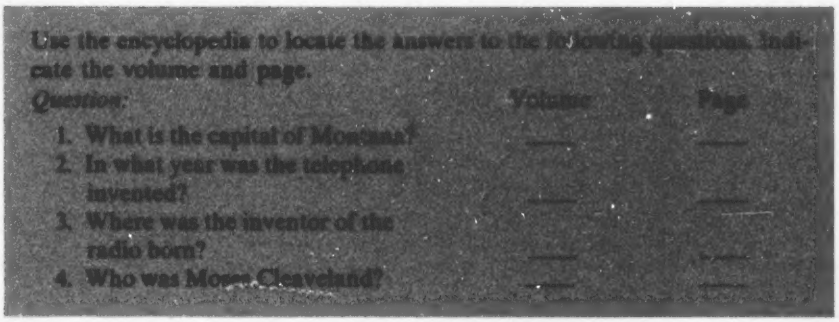
7 ENCYCLOPEDIA

A student needs to be able to alphabetize to use an encyclopedia as well as other reference books. Practice is necessary in finding words which are in alphabetical order. A student needs to know how to locate references about people by using last names. He must also know how to use cross references.

Suggested Teaching Tactic

Provide the student with access to an encyclopedia. Have him locate the information desired using the encyclopedia volumes. Select some topics that will demand the use of cross references.

Content Example


Use the encyclopedia to locate the answers to the following questions. Indicate the volume and page.

Question	Volume	Page
1. What is the capital of Montana?		
2. In what year was the telephone invented?		
3. Where was the inventor of the radio born?		
4. Who was Moses Cleaveland?		

Suggested Criterion Referenced Measurement

Given an encyclopedia, the student will locate specific information both directly and through the use of cross references.

SUGGESTED APPLICATION WITH LEARNERS

8 NEWSPAPERS AND MAGAZINES

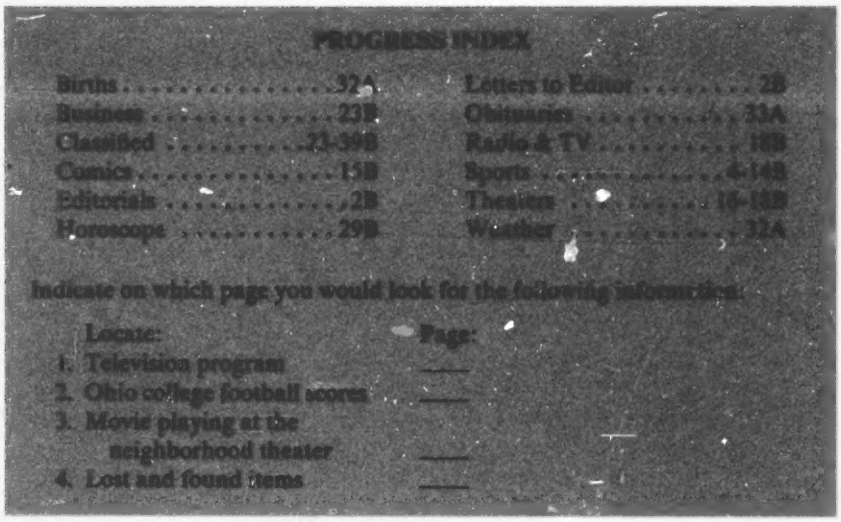
Much current information can be found in newspapers and magazines. A student should become familiar with the information supplied in the various sections. He needs to know how to use both a newspaper and a magazine index.

Suggested Teaching Tactic

Direct the student to use a newspaper or magazine index to locate specific information.

Content Example—Newspaper

Using the newspaper index, decide on which page you would search for the desired information.



PROGRESS INDEX

Births	32A	Letters to Editor	2B
Business	23B	Obituaries	33A
Classified	23-39B	Radio & TV	18B
Comics	15B	Sports	4-14B
Editorials	2B	Theaters	16-18B
Horoscope	29B	Weather	32A

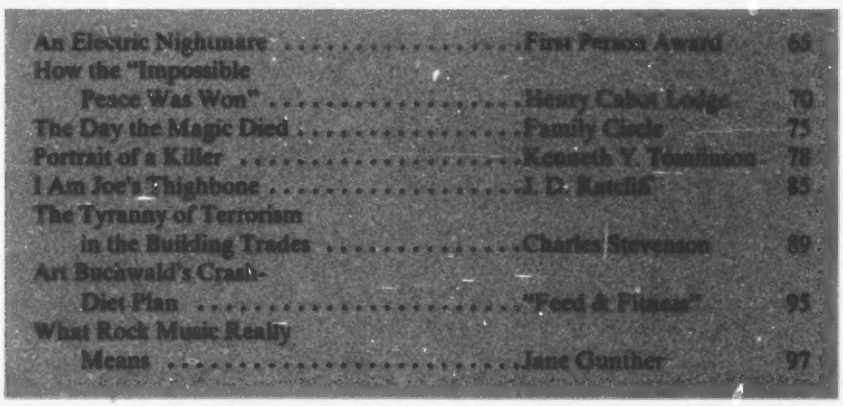
Indicate on which page you would look for the following information:

Locate:	Page:
1. Television program	____
2. Ohio college football scores	____
3. Movie playing at the neighborhood theater	____
4. Lost and found items	____

Suggested Teaching Tactic

Provide the student with a magazine which contains a table of contents. Ask him to locate specific information.

Content Example—Magazine



An Electric Nightmare	First Person Award	65
How the "Impossible Peace Was Won"	Henry Cabot Lodge	70
The Day the Magic Died	Family Circle	75
Portrait of a Killer	Kenneth Y. Tomlinson	78
I Am Joe's Thighbone	J. D. Ratcliff	85
The Tyranny of Terrorism in the Building Trades	Charles Stevenson	89
Art Buchwald's Crash-Diet Plan	"Food & Fitness"	95
What Rock Music Really Means	Jane Gunther	97

Excerpt: *Reader's Digest*, June 1973, Copyright 1973 by The Reader's Digest Association, Inc.

As you use this magazine excerpt, decide to which page you would turn to complete the following projects:

1. You are looking for information for music appreciation class. _____
2. You have been assigned to make a short speech in health class. _____
3. You have been asked to make an "exciting" speech at Dramatics Club.

Suggested Criterion Referenced Measurement

Given both a newspaper index and magazine table of contents, the student will determine to which page he would turn to locate the information needed.

II RECORDING INFORMATION

SUGGESTED APPLICATION WITH LEARNERS

I TAKING NOTES

Taking notes is a quick way of filling in an outline. The student must find the whole concept and write it in the simplest form. Not everything which the speaker says or that is found in a reference book needs to be written down. The learner should have many opportunities to listen and look for main ideas and important details.

Suggested Teaching Tactic

Have the student listen to a short lecture on a topic about which he is interested. Have him write down only what he feels to be the main points. At the conclusion of the talk, have him go back and add as many details as possible. After he has had adequate time to complete this task, have him compare his notes with the lecture text. Direct him to check for accuracy and completeness.

Direct the student to read a short excerpt from a text. Have him write down only what he feels to be the main points and the important details. Have him compare his notes with the teacher's conception of main idea and details.

When the student has mastered the notetaking of short lectures and short text selections, allow him the opportunity to listen to gradually lengthened lectures. Make sure that he is provided with verbal guides so that he may easily follow the development of the lecture's main points.

In developing this skill, the teacher uses such verbal guides as:
"Today's lecture is about the development of jazz."
"The **second** cause of inflation is . . ."
"The **last** step in the process is . . ."
"There are **four** people who played key roles in this disaster."
"In conclusion . . ."

As the student begins to develop notetaking skills, the teacher should take the time to review the key points at the conclusion of the lecture. In this way the student may compare his notes with the teacher's conception of the key points.

Gradually longer reading selections may be assigned for note-taking. The student should be encouraged to read a portion of a selection before writing the key points in his own words. Too often he is tempted to copy verbatim or to write too much. He needs to learn to translate a concept from what he reads into his own words.

As he gains competence in the ability to record the main ideas and details, have him select a topic to research. Starting with a short time limit, have him take notes, limiting himself to main ideas and details. Direct him to use only these notes to deliver a short speech. This practice will help him both to limit his notetaking and to sequence his ideas.

One incentive to take notes from lectures and the text is to allow the student to use only his notes when taking a test. It is often wise to begin this practice within one class period so that he is limited to reading a short selection and taking a few key notes before taking a small quiz. The teacher must be sure that he asks only key questions as the student begins this process.

A further development of this skill is to make textbook notations. If the student is unable to write in the textbook, work on this skill with newspapers, magazines, or reproductions of text chapters. Again, focusing on main ideas and details, direct him to underline only the key words. A step beyond this technique is to direct him to summarize the total selection in his own words in the margins. This technique allows the student to practice selecting key points and provides a method for gathering information to be used for text review. Again, an incentive for the development of this skill might be to allot a short time to make marginal notations before a quiz. Using only these notations, the student is to complete the quiz.

Suggested Criterion Referenced Measurement

Given either an organized lecture or a written content selection, the student will be able to take notes which involve main ideas and important details.

SUGGESTED APPLICATION WITH LEARNERS

2 INITIAL OUTLINING

An outline is a major step toward organized thinking. An outline is a framework for facts and ideas. A student must be taught to organize what he knows about a variety of topics.

It is generally not necessary to teach formal outlining immediately. It is often wise to begin with having students group items or topics under appropriate categories so that they view an outline as a basic organizational framework. After this basic approach has been mastered, the appropriate outline form may be added.

Suggested Teaching Tactic

Provide the student with a topic and several items some of which relate to the topic. Direct him to discard the unrelated items.

Content Example—History

Ohio's Six Major Indian Tribes

Wampum	Shawnees	Mingoes
Wyandots	Delawares	Peace
Miamis	Warrior	Ottawas
	Ohio Valley	Chief Little Turtle

Listed above are several items, some of which are related to the topic. Discard all items which you would not directly include in an outline based on the topic.

Suggested Teaching Tactic

Provide the information necessary for a basic outline. Have the student group the items under the appropriate categories to form an initial outline. He will also have to sequence the items.

Content Example—Speech

The Night I Babysat

towel in the tub	The Bath	water everywhere
oedtime story	pizza	lost pajamas
The Snack	no toothbrush	Bedtime
bubblebath	puddle of milk	cookie crumbs

Listed above are three outline categories and nine items that could be included under these categories. Select the major categories and items appropriate to each. Sequence them as you would to develop a speech.

Suggested Teaching Tactic

After the student has mastered the ability to group the items and categories in the proper sequence, he can begin to use the initial outline form. A student can easily become frustrated if the transfer to the formal outline comes too soon.

Content Example—Home Economics

Printed below is a rough outline for a short report. Discard any portions which are unnecessary before correctly labeling the outline sections and subsections.

Careers in Fashions and Fabrics

Job Opportunities in Stores
Merchandising
salesperson
head of stock and stock girl
assistant buyer and buyer
comparison shopper

Promotion
copywriter
advertising artist
display worker
fashion department worker

Customer Service
interior designer and assistant interior designer
fitter and seamstress

Job Opportunities in the Garment Industry and Related Fields
Design Department
designer
sample-maker

Clothing and fabrics are made in a Factory

Promotion Division
stylist
writer
model

Suggested Criterion Referenced Measurement

Given a selection of content material, the student will be able to make an initial outline using the main points and important details.

SUGGESTED APPLICATION WITH LEARNERS

3 SUMMARIZING

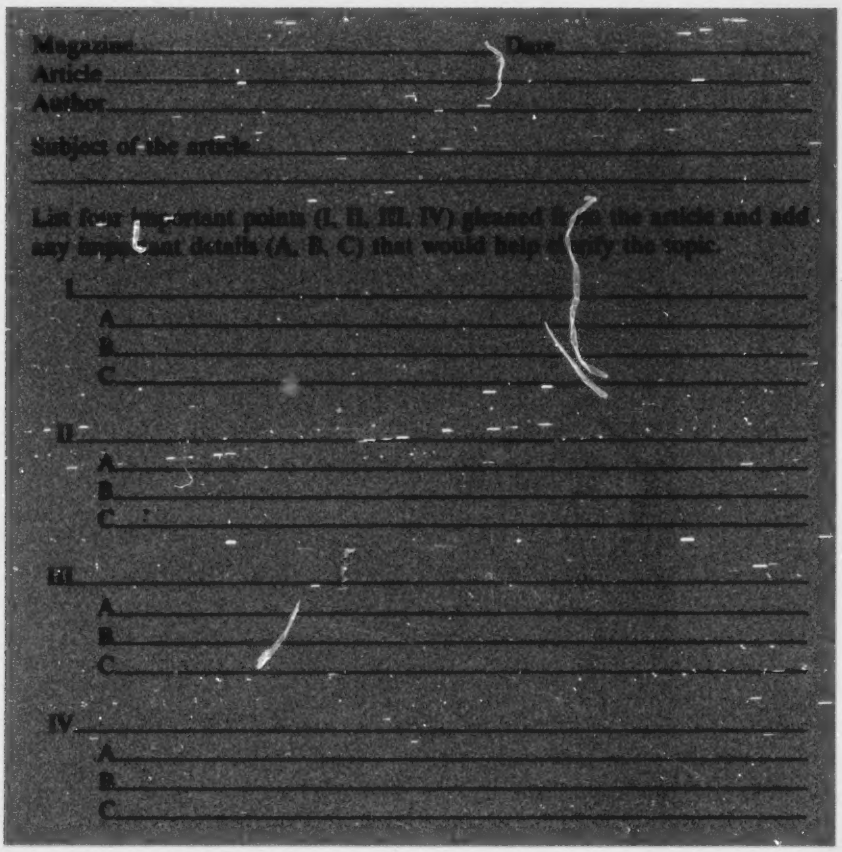
A student needs to learn to summarize so that he may see more clearly the relationships of facts. Organizing, whether or not in the form of an outline, is a type of summarizing. This type of summarizing, in which main ideas are covered, is a good way to review.

Practice is necessary for the student to learn to summarize rather than to copy everything that has been written by the author. Magazines and newspapers provide a good source for information to be summarized.

Suggested Teaching Tactic

Provide the student with a form to be completed to guide his summarizing. Allow him to select an article of interest to him so that he may complete this form. The information on this form may be used to write a summary in his own words or to present a short speech on the subject.

Content Example



Suggested Teaching Tactic

Once the student has become confident using this prepared form for summarizing, allow him the opportunity to arrange the information which he feels would be needed in his summary in his own words.

Suggested Criterion Referenced Measurement

Given a selection of content material, the student will summarize in his own words, including main points and important details.

SUGGESTED APPLICATION WITH LEARNERS

PROOFREADING

A student can improve his written work if he learns to proofread well. He must, of course, be familiar with the correct spelling, grammar, and usage of words before he can locate errors.

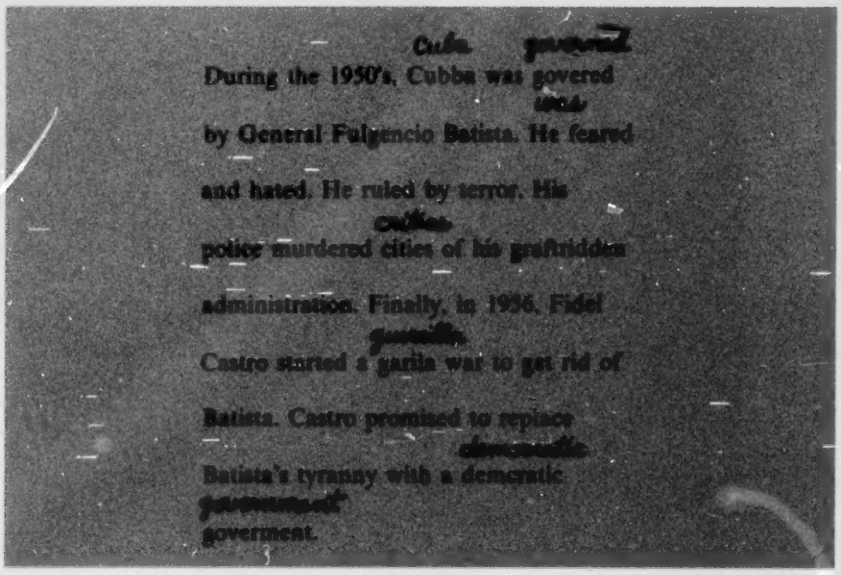
It is often wise initially to have the student proofread another's work before he proofreads his own. Mistakes are more easily spotted when the written work is not his own.

Suggested Teaching Tactic

Provide the student with a paper containing a minimal number of errors to correct. Take the time to check the paper with the student so that he has immediate reinforcement and so that he sees the correct answers.

When the student begins to proofread his own papers, have him group and count the errors so that he sees clearly the areas of priority for his own writing improvement.

Content Example—History



During the 1950's, Cubba was govered by General Fulgencio Batista. He feared and hated. He ruled by terror. His police murdered cities of his graftridden administration. Finally, in 1956, Fidel Castro started a garila war to get rid of Batista. Castro promised to replace Batista's tyranny with a democratic goverment.

Excerpt: *Decisions in United States History*, George Shaftel (Ginn and Company, 1972) 639.

Spelling errors: 𝍸 I

Grammar: I

Direct the student's attention to his own errors. By noting the number of types of errors, he can become aware of areas in which he needs to improve.

Suggested Criterion Referenced Measurement

Given either his own composition or a prepared excerpt, the student will proofread to find the errors and identify his area of greatest need.

Part III TEST TAKING

SUGGESTED APPLICATION WITH LEARNERS

I PREPARING FOR THE TEST

Much can be done to help the student prepare for and take an exam. He should be encouraged to complete each day's work carefully and correct mistakes immediately. It is often wise to suggest that the student keep a notebook in which he writes summaries for review.

The student needs to be sure that he understands all points of each lesson. If he does not understand, he should ask for help immediately. He needs to understand rules, formulas, and new words.

Good test preparation includes a thorough review. A careful student does not reread the entire text but only reads his notes, text notations, and review sheets.

The student must memorize important facts. It is often wise to study with a friend so that problems may be discussed together. One technique that works for many is to predict questions that the teacher might ask and then to work together to discover the answer.

A student needs to get a good night's rest before the test. Staying up late to "cram" is not beneficial. Breakfast before school is another way to help prepare for the test.

Suggested Teaching Tactic

Provide the student with test review information which will help him prepare for the test. Be sure to ask the type of question that will be demanded on the test. Direct the student's attention to the vocabulary and concepts that he is expected to know.

As the student is becoming proficient in preparing to take tests, aid him with information concerning the type of test for which to study. A student needs to be taught the different types of tests in order to know how to review for an objective test, as compared to reviewing for a subjective test.

Direct the student's attention to the need for memorizing facts, key points, and details for the objective test. In contrast, most subjective tests require the student to see and explain relationships. This requires more than memorizing. It is often wise to help the student to prepare for this type of test by having him predict questions and answer them in his own words.

If the test is to be timed, have the student practice answering questions within set time limits. As he improves this skill, shorten the time allotted for this practice.

Suggested Criterion Referenced Measurement

The student will demonstrate his ability to prepare for test-taking so that he can successfully prepare for all types of tests.

SUGGESTED APPLICATION WITH LEARNERS

2 COMPLETING THE TEST

There are many ways for a student to improve his test-taking skills. Knowledge of and practice in taking all kinds of tests will generally improve one's test-taking skills.

Use these methods to approach test-taking for improved success.

Objective tests:

1. On a true-false test, if a statement is partly false, mark it false.
2. In a true-false test, "all," "only," "always," and "never" mean that there may be no exceptions.
3. The use of some words such as "usually," "often," and "frequently" may change the character of a question in a true-false test.
4. In a multiple choice test, eliminate choices which are definitely wrong and then select from the remaining choices.
5. First answer all questions of which you are sure, then go back to answer the remaining questions.
6. Gauge the time allotted for the total test; then balance an even amount of time for each test section.

Subjective tests:

1. Read the entire test over before answering any part. Write what you know on scratch paper before deciding on the wisest way to answer the essay. Briefly outline your answer before writing on the exam paper.
2. Know the meaning of the words most commonly used for essay questions:

analyze	develop	list/enumerate
compare	evaluate	outline
contrast	explain	prove
define	illustrate	relate
demonstrate	interpret	summarize
describe	justify	trace

3. Read carefully to make sure that the answer matches the question. Be sure you have answered the total question.
4. Always leave enough time to go back over the entire examination to proofread and to check your answers.

Suggested Teaching Tactic

Provide the student with opportunities to practice taking all kinds of tests. Go over the types of errors with the student. Let him know why he missed the question so that he may be better prepared for the next test.

Suggested Criterion Referenced Measurement

The student will demonstrate his ability to take tests by being able to complete a variety of types of tests successfully.

Part IV DEVELOPING A FLEXIBLE RATE AND ADAPTING TO THE PURPOSE

OBJECTIVE

To enable the teacher to guide the student as he develops a flexible rate of reading and to help him adapt his method of reading to the purpose.

INSTRUCTIONAL CONCEPT

A student needs to know that the term "reading" means different things at different times. The kind of reading done needs to relate to the problem to be solved. Selecting the right type of reading to use is another study skill.

SUGGESTED APPLICATION WITH LEARNERS

Skimming to get a general impression or to locate main ideas and important details is a good way to preview or review. While this technique can help the student improve his comprehension, it should not replace reading in depth in all cases. As it is often not necessary to read all the information, skimming is a vital skill.

Scanning to find specific information is a valuable time-saver for the student. He can use this skill to find information of interest quickly, to verify a supposition, or to prove a disputed point.

Study reading involves reading in depth. This cannot be accomplished quickly. The mind must be heavily involved and alert. The student must be constantly analyzing what the author is saying. He is interpreting by combining his experience with the facts presented.

Study reading involves understanding the new concepts and the new vocabulary; rereading portions; using graphs, tables, and charts; and constant summarizing.

Purpose setting by the teacher before the student reads is the guidance necessary as the student begins to gain independence in this area.

Reading for review demands that the material being reviewed has been read thoroughly and comprehended earlier. Systematic reviewing may be done by skimming over the entire selection, looking carefully at the dark print and marginal notations within the chapter. As he skims, the student should attempt to recall the details that fall between the headings and subheadings. If he realizes that he does not remember vital facts, he should stop skimming and reread carefully. It is wise for the student to locate the main point in each paragraph and try to see its relationship to the preceding information.

Reading for pleasure and speed reading are often linked. However, no student should attempt to read more quickly than he can comprehend. Too often, good reading is confused with speed reading. There is a time and place for speed reading, and that is not when the student is learning to study effectively.

Increasing speed reasonably can help increase comprehension and attention span. However, speed that is beyond the reader's ability to comprehend has a harmful effect on his studying.

Pleasure reading is beneficial for the student as he reads fiction independently. He can adjust his rate to read as rapidly as he wishes, dependent upon his familiarity with the material.

Suggested Teaching Tactic

Provide the student with two selections of comparable length, one fiction and the other content matter. Time the student as he reads the fiction first, then the content material. Direct his attention to his reading speed. If both selections were read in the same time, he is not adjusting his reading rate to meet the various purposes for which he is reading.

Provide the student with a content selection accompanied by questions for which he is to scan to find the answers. Using a stopwatch, have him time himself as he locates each answer. Repeat this process daily until he is increasing the speed, accuracy, and ease with which he scans and answers the questions.

Provide the student with a content selection accompanied by questions which he is to answer following a quick skimming of the selection. Direct him to skim, noting the dark print, topic sentences, and summarizations. Have the student time the total process of skimming and answering the questions. Repeat this procedure daily until he is increasing the speed, accuracy, and ease with which he skims and answers the questions.

A simple method to increase the student's pleasure reading speed is to allow him to read a fiction book of his choice silently for lengthening periods of time each day. Starting with a one-minute limit, he then counts the lines read. (He can easily multiply this number by the average words per line to get an approximate words-per-minute score.) He then counts ahead the same number of lines he has read in one minute and makes a mark. As he reads for a second minute, he then strives to read **beyond** this mark. Gradually, by slowly increasing his goal with each reading, he improves his speed without dropping in comprehension. As he sees his own progress, the time allotted for each silent reading is increased.

Suggested Criterion Referenced Measurement

Given a variety of content selections and fiction selections, the student will effectively adapt his method and rate to match the purpose for which he is reading.

Part V USING THE MULTI-MEDIA CENTER

OBJECTIVE

To enable the teacher to guide the student in proper use of the multi-media center and the visual materials contained within.

INSTRUCTIONAL CONCEPT

Visual materials are beneficial only when the student knows what he is looking at, why he is looking, and what he has seen. The stu-

dent must learn to focus on these points. The teacher needs to spend time and energy to help the student develop these skills.

Familiarity with the multi-media center and its contents is a must. The student needs to have adequate time to locate and to use the visual materials.

SUGGESTED APPLICATION WITH LEARNERS

1 FILMSTRIPS, MOVIES, AND PICTURES

Filmstrips, movies and pictures are meant to do more than entertain. The teacher needs to teach the student to interpret what he sees. He may need help as he begins to use the media to relate the facts presented to the content he is learning in school.

Directed viewing, like directed reading, is necessary as the student begins to seek information through visual materials. The questions that the teacher asks will make the difference as the student views these materials.

Suggested Teaching Tactic

Before the student views the visual materials, help him to list points to watch for which would deal with the topic under study. Following viewing, check to make sure that these key points were observed. Through open-ended questioning, see if the students discovered other points of interest.

A filmstrip previewer will help the student to locate specific information. Encourage the student to share tnis with the class.

Supply the student with a description of a person, place, or thing before having the student view the visual materials to locate a picture that fits the description.

Have the student write a story about a picture that would involve interpretive thinking. Have the student include what might have happened before, after, or between pictures.

SUGGESTED APPLICATION WITH LEARNERS

2 MAPS AND GLOBES

The student needs to have experiences with maps of places which are familiar to him. Later provide experiences which will help him to understand the shape of the earth and the location of his continent, country, state, and community.

A student needs to read maps accurately. He must know the meaning of map symbols, map colors, and scale. It is important that he learn to interpret the particular data that go with each map before he tries to deal with that map.

Compass directions need to be understood. Latitude and longitude, parallels and meridians need to be taught. The student needs to have experiences with many types of maps which will allow him the practice necessary for these terms and their meanings to become automatic.

Maps of all kinds can become an integral part of the classroom. Reference maps, political maps, physical maps, and topical maps all play a vital part in the student's total education.

Suggested Teaching Tactic

Direct the student to use skills involving maps and globes as a part of his studies, not as a separate topic. These skills should be integrated into the regular classroom activities.

SUGGESTED APPLICATION WITH LEARNERS

3 TRANSPARENCIES

The use of transparencies demands care and thought by the teacher. His selection and student direction lead the student to understand their content and value.

Directed viewing, as with other visual materials, makes the difference as the student begins to use transparencies. A student can make his own transparencies, thus becoming more closely involved in the educational process.

SUGGESTED APPLICATION WITH LEARNERS

4 CHARTS, GRAPHS, AND TABLES

Charts, graphs, and tables are a simple way to show a total picture or to summarize a situation. It is necessary for the student to be given adequate practice reading, making, and interpreting these devices.

Charts organize information. They are particularly valuable in dealing with information that changes constantly.

Graphs show relative quantities. A student should become familiar with many types of graphs: bar, circle, line, and picture.

Tables provide reference data systematically arranged in columns or rows. Much guided practice is necessary so that the student understands how the table works and what it means.

Suggested Criterion Referenced Measurement

The student will demonstrate through meaningful use that he understands how to use the variety of visual materials found in the multi-media center.

SELF-CORRECTIVE POST TEST

Now that you have completed this packet, rate yourself.

1. Do you know how to construct application questions that will cause your students to apply what they have read?
   Yes Partially No

2. Do you teach your students how to locate printed information?
   Yes Partially No

3. Do you demonstrate to your students how to record information properly?
   Yes Partially No

4. Do you provide guidance toward independence as your students prepare to take a test?
   Yes Partially No

5. Do you teach your students how to take a test?
   Yes Partially No

6. Do you show your students how to adjust their rate to their purpose for reading?
   Yes Partially No

7. Do your students use the library and multi-media center purposefully?
   Yes Partially No

This *Self-Corrective Post Test* form is designed for the convenience of teacher readers to reproduce multiple copies for use as needed.

GLOSSARY

Analyze	to separate and examine the stated subject into the parts of which it is composed
Compare	to state the similarities of two or more subjects
Contrast	to look for noticeable differences
Define	to classify the subject and show its unique qualities and characteristics
Demonstrate	to explain or prove by use of examples
Describe	to give an account of the attributes of the subject under discussion
Develop	to evolve a logical pattern, from any starting point, to a valid conclusion
Evaluate	to judge the truth, beauty, or worth of the subject
Explain	to restate the subject in simpler terms
Illustrate	to explain fully through the use of pictures, diagrams, charts, or concrete examples
Interpret	to explain and evaluate in terms of your own knowlege
Justify	to prove a statement on the author's terms or to prove your own statements and defend your position in detail
List or Enumerate	to present a sequence of elements constituting the whole of the subject
Outline or Summarize	to give the theme and main points of the subject in explicit form
Prove	to demonstrate by test, argument, or evidence
Relate	to show the connection between one or more things
Scan	to read for specific details by moving eyes rapidly across and down the page
Skim	to read to gain a general impression, excluding unimportant details while concentrating on key words and phrases
Trace	to describe the progress in narrative form from some point of origin

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COMPETENCY CRITERIA

The following characteristics of effective content-related reading instruction may serve as self-appraisal guidelines.

Students are enabled to gain information, knowledge, wisdom and enjoyment from reading, for my teaching procedures include:

_____ Planning and tailoring my teaching to accommodate the wide range of reading strengths and weaknesses represented within the class.

_____ Fusing reading with other components of language (listening, speaking, and writing) to reinforce meaning.

_____ Relating the content to the varied experiential background of the students.

_____ Encouraging students to react to the meaning of print content by thinking critically about it.

_____ Utilizing many types of reading sources comprising multi-readability levels.

_____ Teaching vocabulary and comprehension skills on various levels to assure that all students experience success.

_____ Guiding silent reading through pre-reading preparation, vocabulary assistance, and skillful questioning.

_____ Providing for varied uses of reading in problem solving, gaining information, and enjoyment.

_____ Modeling positive attitudes for students by being a high interest reader myself.

_____ Being committed to improve reading abilities and book interest within the class and school.